

Legacy Preparatory Academy

Applicant Name

Heather Traeden

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I understand that incomplete applications will not be considered.

The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Charter School Board and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

HeatherTraeden
Authorized Agent (please print)

Signature of Authorized Agent

06/07/05
Date

All information presented in this application becomes part of the charter contract and may be used for accountability purposes throughout the term of the charter contract

Title Page

Name of Proposed Charter School Legacy Preparatory Academy
 New School Converted School

Name of Applicant Applying for the Charter Legacy Preparatory Academy
(This may be a public body, private person, or private organization.)

Authorized Agent for Applicant Heather Traeden
(This may be the individual applicant or an authorized member of the corporate board.)

Authorized Agent Mailing Address [REDACTED]

City [REDACTED] State UT Zip 84010

County Davis E-mail [REDACTED]

Daytime Phone [REDACTED] Fax [REDACTED]

Form of Organization

- Nonprofit Corporation
 Tribal Entity

The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below.

Name, if known at time of application	Phone Number	Type of Member (examples: parent, business, potential staff)	Position on Board
Heather Traeden		parent	President
Chris Hoge		parent	Treasurer
Danelle Sonntag		parent	Vice President
Gina Pritt		parent	Vice President
Tina Gehring		parent	Secretary

*Please attach a list of those persons whom you have designated as **FOUNDING MEMBERS** of the school. Children of a Founding Member (an individual who has had a significant role in the development of a charter school application R277-481) are eligible for preferential enrollment under both State and Federal Charter School law. 53A-1a-506(b)(i)*

Persons Currently Designated as FOUNDING MEMBERS of Legacy Preparatory Academy

- | | |
|----------------------------|----------------------------|
| Heather Traeden | Karl anderson |
| Nathan Nelson | Natalie and Brian Call |
| Danelle Sonntag | Mark Carmen |
| Tina and Jake Gehring | Lizz Davis |
| Gina Pritt | Amy DeLaMare |
| Maren and Clarke Hilbig | Jared Erickson |
| Jolie and Sean Morris | Barbara Garfield |
| Sara Spencer | Kellie and Brian Gunn |
| Bobby and Kirk Anderson | Julie Haight |
| Mary Beyer | Marlo and Brock Kirkham |
| Jennifer Brooks | Melanie Lattin |
| Morgan Cotti | Kent and Elizabeth Merrell |
| Tibi and Chris Hoge | Tracey Nelsen |
| Jessica Siddoway | Richard Omer |
| Heidi and Shandell Smoot | Kristen Ricks |
| Jennifer Saylin | Matt Schultz |
| Tammy and Danny Small | Brenda Smith |
| Karmen and Chris Spendlove | Lindsay Strong |
| Colin Takara | Shanda Voss |
| Robyn Wilson | |

Target Population

Mission Statement (use only this space):

Legacy Preparatory Academy builds the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life.

Our mission is to:

- Provide a classically-based curriculum that is thorough and challenging
- Integrate fine arts to enhance learning
- Teach the value of public virtue to promote respect
- Engage parents as real partners to share in enriching student education
- Honor each child as an individual and foster their innate curiosity and desire to learn

	GRADES SERVED												TOTAL NUMBER OF STUDENTS (Enrollment cap)	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Year 1	x	x	x	x	x	x	x	x	x	x				500
Year 2	x	x	x	x	x	x	x	x	x	x				500
Year 3	x	x	x	x	x	x	x	x	x	x				500
Ultimate Enrollment	x	x	x	x	x	x	x	x	x	x				500

(The number of students should be a maximum enrollment that is being requested.)

Outreach Plan (consistent with the school's mission AND the public school law and purposes)

Legacy Preparatory Academy (LPA) intends to communicate with local residents through: newspaper, flyers, radio, LPA website, and community meetings. Flier and radio advertisements will be in both Spanish and English. Regular public information meetings will be scheduled upon approval of the LPA charter application. LPA's intent is to reach all interested parties in the community.

School Calendar

- Standard
 Extended School Year
 Instructional Days 180
 Start Date Fall 2006
 Alternative (please describe in 5 words or less)

Complete the following information for each site indicated above. If planning more than one site, attach an additional page with the following information.

If facility arrangements have been made, provide the information below.

Site Name _____ to be determined _____

Site Address _____ to be determined _____

City _____ Zip Code _____ County Davis

Site/Location Description. *(If facility arrangements have not been finalized, please provide general information on the location and type of facility planned for your school.)*

Our plan is to locate the school in the South Davis area of the Davis School District. A facilities committee is looking for suitable sites. We intend to build a new facility but are open to converting existing commercial space. We desire approximately 45,000 square feet with 30,000 to be used for classrooms and 15,000 to be used for multi-purpose.

Title 53A-1a-503 statutorily defines seven purposes for charter schools. Please provide a detailed description of how your school will meet these defined purposes. You may attach sample lesson plans and other information that demonstrates a fulfillment of a stated purpose. If a purpose does not apply to your proposed school, please so indicate.

1. Continue to improve student learning:
 - LPA will assess all students in reading and math. This will be done through a pre-assessment after admission, as well as by regular assessments throughout the year, which include state-wide assessment and curriculum based assessments. According to the results of the assessments and the teachers' input, students will be placed in smaller achievement-level groups for the purpose of mastering the basics in language arts and math.
 - Ongoing assessments from the designated curricula as well as continuous formative assessments will be administered to determine literacy and math competencies. Groups will be moved as needed at intervals that are conducive to the learning environment and students' individual learning demands.
 - Data from the K-3 DRA, ITBS, CRT and the State Writing Assessment will be used to determine students' proficiency levels and for developing, aligning and enhancing curriculum for the purpose of improving student learning.
 - Teachers will be assigned "coaches" for the purpose of refining professional skills and for support in monitoring assessment of student progress.
 - Teacher in-service meetings will be held regularly to review student progress and performance.

2. Encourage use of different and innovative teaching methods:
 - Teachers will be trained in direct instruction teaching methods for the basic skill development or "grammar stage" of classical education. This stage generally includes grades K-4.
 - Teachers of grades 5-8 will be trained in the "logic stage" of classical education using the multi-intelligence model and become proficient in tutoring, coaching, evaluation, etc., while teachers for 9th grade will be trained in the rhetoric stage.
 - Teachers will be trained and competent in teaching the Core Knowledge curriculum.
 - Teachers will be trained in the CHAMPS method (and/or other method) of classroom management. This will ensure that every student knows how to behave appropriately according to the situation, thus reducing the probability of discipline related off-task time.

3. Create new professional opportunities for educators that allow them to participate in designing and implementing the learning program:
 - LPA's goal is to have a full staff for summer trainings. This will provide an opportunity for a faculty retreat wherein teachers may be trained in school curricula and teaching methods. They will also meet regularly as grade level teams to refine lesson plans, timelines and class schedules.

- In-service days will be included before the school year begins and planned throughout each school year for additional implementation needs (e.g. Core Knowledge Conference, Charter School Conference, Direct Instruction, etc.).
 - Teachers will participate in data based decision making for ongoing alignment of curriculum and training before the next school year.
4. Increase choice of learning opportunities for students:
- LPA will ultimately offer a comprehensive fine arts program that will include music, art, dance, drama. These programs will follow the Core Knowledge Sequence to interrelate these subjects as well as core subjects. Students will participate in fine arts that range from the ancient to the modern. K-4 will be general music and art classes that correspond to core subjects, while the upper grades will have an opportunity to take dance, drama, music and art and other extra-curricular classes as desired and needed.
 - Assemblies will give the students opportunities to showcase their learning.
 - LPA will utilize direct instruction, unlike many local schools.
 - LPA will use Core Knowledge Sequence, while local schools use only portions of this program.
5. Establish new school models and forms of accountability that emphasize measurement of learning outcomes and create innovative measurement tools:
- In addition to the State's measurements and assessments for learning outcomes such as the DRA, the ITBS, the State Writing Assessment and the CRT for grades K-9 and the designated curricula assessments. LPA will develop measurement tools that will be used to monitor skill level mastery in the basic subjects. These monitoring tools will be used on a frequent basis and assessed regularly for achievement group accuracy.
 - Each year a school improvement plan is developed which will include results from parent and faculty surveys, and state and school testing data.
6. Provide greater opportunities for parental involvement in management decisions at the school level: (*See also 53A-1a-508 (3)(h)*)
- The Founding Council consists of a number of parents whose children will attend LPA. They have been involved in decision making from the onset.
 - Parents can serve on auxiliary committees of the Governing Board.
 - Parents will be strongly encouraged to provide 20 hours of service, per parent, to the school in areas of their choosing. This may include classroom volunteer, activity and/or club advisor, tutor/mentor, and/or additional school support (see Parent Involvement Document in Public Policy section).
7. Expand public school choice in areas where schools have been identified for improvement, corrective action or restructuring under the No Child Left Behind Act:
- A large portion of schools in the Davis School District do not meet AYP in one general area, students with disabilities. LPA's teaching strategy, Direct Instruction, is not only highly effective in teaching non special education students but also those with disabilities. We will use inclusion and achievement-based grouping to address this issue.
 - We will use the medium of Spanish radio and Spanish print ads to allow equal opportunities for all students. We will promote a multicultural atmosphere.
 - We will use data-driven teaching tools, continually assess learning, enact school and student improvement plans and work closely with parents and teachers to ensure that no child is left behind.

Comprehensive Program of Instruction

Curricular Emphasis

Mission

Legacy Preparatory Academy builds the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life.

Our mission is to:

- Provide a classically-based curriculum that is thorough and challenging
- Integrate fine arts to enhance learning
- Teach the value of public virtue to promote respect
- Engage parents as real partners to share in enriching student education
- Honor each child as an individual and foster their innate curiosity and desire to learn

Motto

Learning the Past, Creating the Future

Philosophy

Legacy: a gift from the past

Education gives children the opportunity to learn from great minds of the past (e.g. Aristotle, Thomas Jefferson, Galileo, and others). When understood, this gift allows them to create a better future for themselves and the world they live in.

Quality education should embrace and magnify a child's innate curiosity to learn. LPA will strive to provide a strong foundation of knowledge and learning skills to support the educational path a student may choose to pursue. Classical education constructs this foundation by giving priority to mastery of mathematics and language arts. Emphasizing fine arts will strengthen the learning process and develop a creative and reasoning mind.

Parental involvement is crucial to a child's academic success. LPA will do all in its power to encourage meaningful parental participation. Collaboration among the student, parent, and educator is also an essential component for success. School hours, methods of communication, and homework schedules are designed to recognize the importance of family time and support.

Character education is imperative to the creation of a responsible and contributing member of society. LPA's educational environment will support the development of positive character traits such as respect, integrity, and hard work. The fusion of intellect and character will enable the student to become a productive, conscientious citizen.

Methods of Instruction (K-9)

Curricula (K-8)

The following curricula are examples of research-based, data-driven teaching tools that will be implemented by LPA:

- The **Core Knowledge Sequence** is a detailed outline of specific content to be taught in language arts, geography, history, science and the fine arts. It is based on the belief that students should have a collective, shared body of knowledge with which they may form the foundation for solid, higher-order thinking and life success. World History, from ancient to modern, provides the outline for the curriculum sequence.

- **Direct Instruction** will be used to teach math, reading and spelling in grades K-4. This method, pioneered by Siegfried Engelmann, is an explicit teacher-directed approach for information dissemination. It teaches mastery of individual skills before introducing new building block skills..

- **Saxon Math** provides "systematically distributed instruction, practice and assessment throughout the academic year (Dempster & Farris, 1990)." Incremental instruction and practice are distributed across the

level, thereby leading students to a deeper understanding of mathematical concepts. Assessments are frequent and cumulative to maintain skills and increase retention.

- **Reading Mastery Classic** teaches beginning readers to read quickly and efficiently. Research has shown that phonemic awareness and the decoding skills of the program are essential to produce effective readers. Throughout programs I, II, and *Fastcycle*, these skills are employed and students begin to reason, make inferences and draw conclusions as a part of their education. This then allows them to answer interpretive comprehension questions related to their reading material.

- **Shurley English** is a proven method that does not teach concepts in isolation. It reaches ESL and academically challenged students, it utilizes multiple learning styles and engages students and teachers simultaneously. This English program promotes mastery and excellence in writing and grammar while promoting higher-order thinking skills.

Curricula (9)

The following curricula are examples of research-based, data-driven teaching tools that will be implemented by LPA in the rhetoric stage of grade 9:

- The **Core Knowledge Sequence** is a detailed outline of specific content to be taught in language arts, geography, history, science and the fine arts. It is based on the belief that students should have a collective, shared body of knowledge with which they may form the foundation for solid, higher-order thinking and life success. World History, from ancient to modern, provides the outline for the curriculum sequence.

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- **Shurley English** is a proven method that does not teach concepts in isolation. It reaches ESL and academically challenged students, it utilizes multiple learning styles and engages students and teachers simultaneously. This English program promotes mastery and excellence in writing and grammar while promoting higher-order thinking skills.

Portfolios and Projects (K-9)

LPA will use portfolios and projects as needed. Certain subjects, such as science, art, history and geography naturally lend themselves to portfolios and projects. It is our vision to have students compile portfolios over time that can be reviewed and enjoyed as progress and performance increases. As the Core Knowledge Sequence is based on the organizing outline of history and geography, student work samples can serve as a review of previous material and be used as an ongoing project from grades K-4 then 5-9.

Achievement Grouping (K-6)

LPA will implement “fluid” learning groups to enhance mastery of core subjects, specifically mathematics and language arts. Students may progress at rates that are self-dictating according to their mastery and ability.

Grading, Promotion and Remediation (K-9)

Grading will be done quarterly using traditional letter grades as assigned by teachers according to student progress and performance. The school and all pertinent staff will make instructional adjustments according to each student’s needs.

CHAMPs (K-9)

In addition to a sound academic program, LPA will offer its students excellent training and instruction in citizenship through its character education and leadership education programs. The CHAMPs program of

classroom management, as well as the Character and Competence program of character development will be utilized at LPA. These programs will enable LPA to set high expectations in citizenship. Our programs will allow our students to learn in an environment based on positive reinforcement, respect, and high expectations for behavior as well as academic effort

Ongoing Professional Development

It is our vision that teachers and staff demonstrate a love of learning. As such LPA will provide opportunities for staff to attend professional development conferences and workshops, as well as allow them to interact and make strategic plans for student success. These opportunities will be incorporated into the school calendar.

Special Emphasis (K-9)

LPA is devoted to using the classical model of education, including the Trivium as a means for information dissemination. We will use research-based methods, like Direct Instruction, to enhance a child's natural learning capability. We further recognize that music education and the arts in general, are research-based methods that enhance learning and can improve a student's ability to create, think and reason (1). Studies have also shown that music enhances the "hardware" or neural pathways in the brain that control spatial-temporal reasoning.

Yehudi Mehinin, a famous conductor and musician said, "Music creates order out of chaos; for rhythm imposes unanimity upon the divergent, melody imposes continuity upon the disjointed, and harmony imposes compatibility upon the incongruous."

According to the M.I.N.D. Institute in Southern California at the University of California at Irvine, studies based on a mathematical model of the cortex predicted that early music training would enhance spatial-temporal reasoning. A 1997 study indicated that pre-school children given six months of piano keyboard lessons improved dramatically on such reasoning (2). There are two types of reasoning: spatial-temporal (S.T.) and language-analytic (L.A.). Both types of reasoning are crucial to how we think, create and reason. Our brain often goes back and forth between the two types. L.A. for example, often would be more involved as we solve equations and come to some sort of quantitative answer. S.T. is used, for example, in chess, when we have to think several moves ahead. Some key reasoning features in S.T. are:

1. the transformation and relating of mental images in space and time,
2. symmetries of the inherent cortical firing patterns used to compare physical and mental images, and
3. natural temporal sequences of those cortical patterns (1).

Therefore it is shown that S.T. thinking is crucial in math and other problem solving situations (such as understanding action and consequence) that have been typically difficult to teach using the typical L.A. methods. Music once again, can do much to mature a child's mind to be able to grasp such difficult concepts at a young age. Time and time again studies show that strategic neural pathways are created that "build-in" the ability of the brain to form these S.T. reasoning centers and therefore enhance a child's brainpower. Some studies indicate even an increase of 40 points on standardized exams, which is more than the increase seen with computer-enhanced training (3).

Dr. Gordon Shaw, Professor Emeritus of Physics at UCI and co-founder of the M.I.N.D. Institute said, "Music will not only help us understand how we think, reason and create, but will enable us to learn how to bring each child's potential to its highest level."

It is therefore our duty to ensure that every child not only learns, but learns at their highest level, feeling successful, accomplished and proud of their mastery. Music, direct instruction, and other research based models for learning are to be employed by LPA to their highest degree. We envision our students taking music and art classes in grades K-4 that may include rhythm training, movement, singing, small instruments, drawing, painting, and sculpting. We want to integrate these lessons with history and geography to paint a beautiful

picture of a global world and the enjoyment of cultural differences. We plan for students in grades 5-9 to specialize by taking a semester of dance, drama, music and art. Children will be exposed to folk dances, ancient pottery, Greek plays and the like. Their study will also mimic their history and geography lessons as far as chronology and sequence. During the last two years we hope to provide additional art and music forms such as photography, specific instruments, in depth drawing and painting, and so forth that will allow each child the pleasure of pursuing an art form in more depth and perhaps become a student of it for life.

1. Grandin T, Peterson M, Shaw GL. Spatial-temporal versus language-analytic reasoning: the role of music training. *Arts Education Policy Review*, 1998; 99:11.
2. Graziano, A., Peterson, M., Shaw, G., Enhanced learning of proportional math through music training and spatial-temporal training. *Neurological Research*, 1999; 21:139-152.
3. Green, M., 1999, President National Academy of Recording Arts and Sciences. Grammy Awards Speech.

Monitoring Program of Instruction

Distribution of Information Regarding Student Progress in State Standards

Grading will be according to traditional letter grades as assigned by teachers on a quarterly basis. Parents will receive these grades in the form of report cards. All student-testing results from standardized tests will be placed in each student's file as well as all pertinent grades, classes and credits. A copy of the testing results will also be given to the parents or guardians of each child. All aggregated data will be accessible on both the LPA website and the USOE website.

Monitoring Teacher Integration of State Standards into Instruction

LPA will be using the Core Knowledge Sequence. This Sequence contains detailed information to ensure that teacher's know by grade and content level what must be taught and when. Furthermore, The Core Knowledge Sequence has been mapped and aligned with State Core Standards. All other curricular programs have been reviewed and found to meet or exceed state standards. Additionally, the Director will hold responsibility for the alignment of the school's curriculum and state standards through observation, curriculum assessment and staff development meetings.

Recognizing the importance of students becoming proficient in reading, writing and math skills, assessments will be woven into each subject matter on a regular basis. Pre-assessments are a vital component of measuring individual student growth. In addition to the pre-assessment tool, the Saxon math program has weekly assessments that identify collective and individual skill level mastery as well as end-of-unit and summative assessments at the end of the year.

A benchmark tool will be used as an accurate indicator of skill level proficiency for aiding in placing students in their "fluid" groups and for assisting the teacher in determining areas of emphasis in instruction for the classroom. Progress monitoring tools will be used three times a year as a means of monitoring student achievement in reading. This will be reviewed and recorded in each student's file and database for future progress and student improvement plans.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short fluency measures used to regularly monitor the development of pre-reading and early reading skills. This method has been approved and found effective in monitoring student development and will be used as a monitoring tool at LPA.

Third and fifth grade students at LPA will participate in the ITBS testing in the fall, the sixth and ninth grade students will participate in the State Writing Assessment in the early spring, and all grades will participate in the

State CRT in language arts, math, science, and history (as it is developed). Baseline data will be compiled and disaggregated and compared with LPA goals as well as State baseline goals for the 2007 school year. Strands of strengths and weakness in addressing the State Standards will be determined and results will be used on an ongoing basis to align and strengthen curriculum and focus on explicit skill level concerns.

Teachers will be provided with a packet containing curricular emphasis and effectiveness goals. Training will be given to ensure understanding.

Administrator Oversight of State Standard Integration

Administrator will observe classroom time, utilize staff meetings, and review testing through program monitoring tools to ensure state standard alignment. Furthermore test results from standardized testing may be used as an appropriate indicator of alignment and knowledge obtained.

School Calendar

We plan to open in the Fall of 2006 and follow a standard school year using quarters, which will include 180 days and a minimum of 990 instructional hours as outlined in R277-419. We plan to provide a complete calendar before July 11, 2006.

Special Education

Legacy Preparatory Academy is committed to empower students with disabilities to learn and achieve at their highest capabilities in the least restrictive environment.

LPA has budgeted for a certified special education teacher responsible for:

- training teachers to identify and refer students
- providing assessments
- writing and managing IEPs in coordination with parents, teachers, and other service providers as needed by the child
- advising regular education teachers how to adapt lesson plans and help all students be successful in the least restrictive environment possible.

Additionally, LPA will seek required services (e.g. Speech, Occupational Therapy) through job share and other contractual arrangements. LPA will provide all services required by a student's IEP.

Legacy Preparatory Academy will comply with all federal special education laws as referenced in IDEA 97. LPA will also follow all state requirements as found in the USOE Special Education Rules, The Golden Rules.

Detailed Business Plan

Following this page, please find

- Years 1-3 Operational Plan and Operational Budget
- Years 1-3 Charter School State Revenue Template

Facility Costs Addressed

LPA will seek to have a location in the South Davis area of Davis School District. A facilities committee is looking for suitable sites (see attachment 4). We intend to build a new facility but could convert existing commercial space. We desire approximately 45,000 square feet with 30,000 to be used for classrooms and 15,000 to be used for multi-purpose.

Financing options vary from leasing, leasing to own, or buying. Various forms of financing are being explored including traditional debt financing, traditional lease, issuing of debt in the form of 501(c)(3) bonds and a landlord leveraged lease or a combination of any thereof. In the case that we choose to issue 501(c)(3) bonds, we are exploring issuance through traditional underwriters and directly to accredited investors or a combination thereof. Reasonable lease and debt service assumptions have been built into the operating budgets and models. Based on these assumptions and current market rates for debt financing and commercial leasing in South Davis County, we anticipate being able to support approximately 40,000 sq. ft. in mixed use space.

Budget Information

Revenue			Total			Total			Total
State Funding			\$ 2,005,106			\$ 2,005,106			\$ 2,005,106
Federal & State Projects			\$ 150,000			\$ 150,000			\$ 150,000
Private Grants & Donations			\$ 30,000			\$ 30,000			\$ 30,000
Loans									
Other (Specify) <u>Start Up Grant</u>			\$ 150,000						
Total Revenue			\$ 2,335,106			\$ 2,185,106			\$ 2,185,106
Expenses	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total	# of Staff	@ Salary	Total
Salaries (100)			\$			\$			\$
Director (Principal)	1.00	\$60,000	\$60,000	1.00	\$61,800	\$61,800	1.00	\$63,654	\$63,654
Teacher-Regular Ed	19.00	\$28,000	\$532,000	19.00	\$28,840	\$547,960	19.00	\$29,705	\$564,395
Teacher-Fine Arts	4.00	\$28,000	\$112,000	6.00	\$28,840	\$173,040	6.00	\$29,705	\$178,230
Teacher-PE	2.00	\$28,000	\$56,000	2.00	\$28,840	\$57,680	2.00	\$29,705	\$59,410
Teacher-Special Ed	2.00	\$30,000	\$60,000	2.00	\$30,900	\$61,800	2.00	\$31,827	\$63,654
Instructional Assts	8.00	\$8,000	\$64,000	8.00	\$8,240	\$65,920	8.00	\$8,487	\$67,896
Business Manager	1.00	\$50,000	\$50,000	1.00	\$51,500	\$51,500	1.00	\$53,045	\$53,045
Office Assistant	1.00	\$19,000	\$19,000	1.00	\$19,570	\$19,570	1.00	\$20,157	\$20,157
Bookkeeper		\$ 30,000	\$		\$ 30,900	\$		\$ 31,827	\$
Specialists _____		\$28,000	\$		\$28,840	\$		\$29,705	\$
Academic Specialists _____	1.00	\$ 27,000.00	\$27,000		\$ 27,810.00	\$		\$28,644	\$
Substitute Teachers	1.00	\$ 10,800.00	\$10,800	1.00	\$ 11,124.00	\$11,124	1.00	\$11,458	\$11,458
Employee Benefits (200)			\$421,400			\$446,886			\$460,290
Travel (580)			\$2,500			\$2,500			\$2,500
Purchased Professional Services(300)			\$40,000			\$40,000			\$40,000
Purchased Property Services(400)			\$15,000			\$15,000			\$15,000
Instructional Aids/Books/Library(600)			\$200,000			\$50,000			\$30,000
Testing			\$10,000			\$10,000			\$10,000
Supplies(600)			\$60,000			\$40,000			\$40,000
Legal (300)			\$2,000			\$2,000			\$2,000
Auditor(300)			\$4,000			\$6,000			\$6,000
Marketing (300)			\$ 3,000.00						
Other (printing; postage)			\$1,500			\$1,500			\$1,500
Total Instruction, Administration & Support			\$1,750,200			\$1,664,280			\$1,689,189

Budget Information (continued)

			Total			Total			Total
Operations & Maintenance									
Supplies(600)			5,500			5,500			5,500
Phone/Communications(4530)			5,000			5,000			5,000
Custodial Services(433)			35,000			37,000			37,000
Advertising (540)			1,500			1,500			1,500
Property/Casualty Insurance(521/22)			14,000			14,000			14,000
Utilities(420)			30,000			30,900			31,827
Rent(451)									
Fees/Permits & dues(810)			4,000			4,000			4,000
Transportation(510)									
Food Service(630)									
Accounting Services(300)									
Land & Improvements (710)									
Building & Improvements (710)			10,000			10,000			10,000
Computer Equipment (740)			50,000			10,000			10,000
Furniture & Other Equipment (733)			40,000			20,000			20,000
Upgrades (Connectivity)			2,000			2,000			2,000
Leases/Loan Payments			340,000			340,000			340,000
Other (security, copier lease)			7,200			7,200			7,200
Total Operations & Maintenance			\$544,200			\$487,100			\$488,027
Total Expenditures			\$2,292,400			\$2,151,380			\$2,177,216
Total Revenues			\$2,335,106			\$2,185,106			\$2,185,106
Budget Balance (Revenues-Expenditures)			\$42,706			\$33,726			\$7,890

Organizational Structure and Governing Body

All business and affairs of the organization will be managed under the direction of the Governing Board. The Governing Board of LPA currently consists of five members though it may have up to seven at any time. This Governing Board is responsible for running the school with the following five major responsibilities:

- Fulfilling all school legal responsibilities,
- Promoting the school's mission,
- Hiring and supervising the school's Director,
- Establishing important school policies, and
- Assisting in the oversight of school funds.

To carry out the above objectives, the Governing Board has appointed Officers as follows: a Chief Administrative Officer, a Chief Financial Officer, and a Chief Operational Officer.

A Director shall be hired that will report directly to the Governing Board and work alongside the Officers in running the day to day operations of the school.

Roles and Responsibilities

The President shall schedule and preside at meetings of the Governing Board and any business meetings, shall see that all orders and resolutions of the Governing Board are carried into effect and shall perform such other duties as the Governing Board may from time to time prescribe. The President shall assure that the Governing Board fulfills its responsibilities for the governance of LPA, shall be a partner to the Director, helping him/her to achieve LPA's mission, and shall optimize the relationship between the Governing Board and management. The President shall sign and deliver in the name of the corporation deeds, mortgages, bonds, contracts or other instruments pertaining to the business of the corporation, except in cases in which the authority to sign and deliver is required by law to be exercised by another person or is expressly delegated by the articles or bylaws or by the board to another officer or agent of the corporation.

The Vice President 1 and 2 shall attend meetings of the Governing Board, shall assist the President and shall perform such other duties as the Governing Board may from time to time prescribe.

The Secretary shall attend meetings of the Governing Board and shall prepare and record all votes and all minutes of all such meetings in a book to be kept for that purpose; the Secretary shall perform like duties for any committee when required. The Secretary shall give, or cause to be given, notice of all meetings of the Governing Board when required. The Secretary shall have the responsibility of authenticating the records of LPA. The Secretary shall perform such other duties incident to the office of Secretary or as prescribed from time to time by the Governing Board. The Secretary also prepares correspondence as requested by the President and Board members.

The Treasurer shall attend meetings of the Governing Board and is the custodian of funds received by LPA, maintains accurate records of all financial transactions and may perform such other duties as the Governing Board may from time to time prescribe.

Director. The Director shall see that all orders and resolutions of the Governing Board are carried into effect within the powers granted by the Governing Board and shall perform such other duties as the Governing Board may from time to time prescribe. The Director of LPA shall be the individual hired by the Governing Board to run the school on a day-to-day basis. The Director shall report directly to the Governing Board. The Director shall monitor, create, propose and enforce all human resource policies and procedures adopted by the Governing Board. He/She shall have special oversight and responsibility over the education being provided at LPA. The Director may review and recommend new or changed curriculum and pedagogical methods, working in coordination with the Governing Board.

Business Manager. The Business Manager shall have the general powers and duties of supervision and management of the business and affairs of LPA. The Business Manager shall have special oversight and responsibility over the physical operations and elements of LPA, including physical facilities and procurement.

The Business Manager shall have the general powers and duties of supervision and management of the business and affairs of LPA, with a special oversight and responsibility over accounting, budgeting and bookkeeping, and shall report to the Governing Board and confer with the Director regarding day-to-day operations. The Business Manager shall keep accurate financial records for the corporation; deposit money, drafts, and checks in the name of and to the credit of the corporation in the banks and depositories designated by the Governing Board; endorse for deposit notes, checks, and drafts received by the corporation as ordered by the Governing Board, making proper vouchers for the deposit; disburse corporate funds and issue checks and drafts in the name of the corporation as ordered by the Governing Board; upon request, provide the Director and the Governing Board an account of transactions by the Business Manager and of the financial condition of the corporation; and, perform other duties prescribed by the Governing Board or by the Director.

Officers may be designated by the Governing Board, serve at the discretion of the Governing Board, and exercise such powers and perform such duties as may be delegated to them by the Governing Board.

The following page provides an overview of the LPA organizational structure.

Articles of Incorporation

Legacy Preparatory Academy Charter School

The undersigned incorporators adopt the following Articles of Incorporation subject to the Utah Revised Non-Profit Corporation Act:

I. NAME

The name of the corporation is LEGACY PREPARATORY ACADEMY (hereinafter referred to as LPA).

II. NOT FOR PROFIT

The corporation is organized as a non-profit corporation under the laws of the state of Utah, exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986 and the regulations promulgated there under, is not formed for pecuniary profit, and shall be operated exclusively for charitable and educational purposes, including but not limited to: the education of members of the public. No part of the income or assets of LPA is distributable to or for the benefit of its Members, Trustees, or Officers, except to the extent permissible under law.

No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended or supplemented.

III. DURATION

The duration (term) of LPA is perpetual.

IV. PURPOSES

LPA is organized, and shall be operated for the following purposes:

1. The establishment, operation, and maintenance of the Legacy Preparatory Academy School, a Utah Charter School.
2. To exercise all rights and powers conferred by the laws of Utah upon nonprofit corporations, including, without limiting the generality of the these Articles, to acquire by bequest, devise, gift, purchase, lease, or otherwise any property of any sort or nature without limitation as to its amount or value, and to hold, invest, reinvest, manage, use, apply, employ, sell, expend, disburse, lease, mortgage, convey, option, donate, or otherwise dispose of such property and the income, principal, and proceeds of such property, for any of the purposes set forth herein.
3. To do such other things as are incidental to the purposes of LPA or necessary or desirable in order to

accomplish them.

V. LIMITATION

No part of the net earnings of LPA shall inure to the benefit of or be distributable to its Members, Trustees, or Officers, but LPA shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article IV hereof. Further, in the event that LPA is ever dissolved, the Governing Board may distribute all assets remaining after the satisfaction of all outstanding debts of LPA.

VI. NO MEMBERS

Under UCA 16-6a-601, LPA will have no Members.

VII. GOVERNING BOARD

The management of LPA shall be vested in a Governing Board consisting of but not limited to a President, Secretary, Vice Presidents, and a Treasurer.

VIII. OFFICERS

The officers of LPA shall consist of the Chief Administrative Officer (CAO), Chief Operating Officer (COO), Chief Financial Officer (CFO), Education Officer, Human Resources Officer (HR), and such other Officers as may be provided in the Bylaws.

IX. INDEMNIFICATION

LPA shall indemnify and hold harmless each Director and Officer, including former Officers, to the full extent permitted under the law. LPA may provide directors and officers insurance in perpetuity or until such time as this entity is dissolved.

X. BYLAWS

The Bylaws of LPA shall be adopted by the Governing Board, and may be altered, amended, or rescinded by the Governing Board. All alterations, amendments, and repeals of the Bylaws must be approved by a majority of the Governing Board.

XI. NONSTOCK BASIS

LPA is organized on a non-stock basis. This Corporation shall not issue shares of stock.

XII. REGISTERED AGENT

The name and address of The LPA Trust's initial agent for service of process is:

Name: Nathan D. Nelson, Esq., PLLC
68 South Main Street, Suite 800
Salt Lake City, Utah 84101

XIII. INCORPORATORS

The name and address of each Incorporator (Subscriber) is as follows:

Name	Address
Heather Traeden	[REDACTED]
Nathan Nelson	[REDACTED]
Tina Gehring	[REDACTED]
Danelle Sonntag	[REDACTED]
Gina Pritt	[REDACTED]

In witness whereof, the undersigned have signed these Articles of Incorporation on this (date)_____.

Incorporator

Incorporator

Incorporator

Incorporator

Incorporator

ACCEPTANCE BY REGISTERED AGENT

The undersigned hereby accepts the appointment as registered Agent of The Legacy Preparatory Academy School Trust, which is contained in the forgoing Articles of Incorporation on this _____ day of _____.

Registered Agent

Bylaws of Legacy Preparatory Academy Charter School

I. OFFICES

1.1 Location. The corporation may have such offices, either within or without the State of Utah, as the Board of Directors may designate or as the business of the corporation may require from time to time.

II. GOVERNING BOARD

2.1. Powers and Duties. All corporate powers and duties shall be exercised by or under the authority of the business and affairs of the corporation managed under the direction of the Governing Board.

2.2 Numbers and Composition of Governing Board.

a. The Governing Board shall consist of at least five Governing Board Members, but no more than seven. The initial five Board Members shall fill the roles of:

- a. President,
- b. Vice Presidents,
- c. Secretary, and
- d. Treasurer.

2.3. Terms of Governing Board Members

a. The initial Governing Board Member terms shall commence upon LPA's incorporation and shall continue as follows: the Vice President 1 and Secretary's term shall end on June 1, 2009, the Vice President 2 and Treasurer shall continue their terms until June 1, 2010, while the President shall continue her term until June 1, 2011. After the initial terms, Board Members terms shall be for a period of three years. Board members may run for consecutive terms but must be reappointed by a unanimous vote. New Board Members are appointed by a unanimous vote.

2.4 Duties of Board Members

a. President. The President shall schedule and preside at meetings of the Governing Board and business meetings, shall see that all orders and resolutions of the Governing Board are carried into effect and shall perform such other duties as the Governing Board may from time to time prescribe. The President shall assure that the Governing Board fulfills its responsibilities for the governance of LPA, shall be a partner to the /CAO, helping him/her to achieve LPA's mission, and shall optimize the relationship between the Governing Board and Management. The President shall sign and deliver in the name of the corporation deeds, mortgages, bonds, contracts or other instruments pertaining to the business of the corporation, except in cases in which the authority to sign and deliver is required by law to be exercised by another person or is expressly delegated by the articles or bylaws or by the board to another officer or agent of the corporation.

b. Vice President(s). The Vice President(s) shall attend meetings of the Governing Board, shall assist the President and shall perform such other duties as the Governing Board may from time to time prescribe.

c. Secretary. The Secretary shall attend meetings of the Governing Board and shall prepare and record all votes and all minutes of all such meetings in a book to be kept for that purpose; the Secretary shall perform like duties for any committee when required. The Secretary shall give, or cause to be given, notice of all meetings of the Governing Board when required. The Secretary shall have the responsibility of authenticating records of LPA. The Secretary shall perform such other duties incident to the office of Secretary or as prescribed from time to time by the Governing Board. The Secretary also prepares correspondence as requested by the President and Board members.

d. Treasurer. The Treasurer shall attend meetings and is the custodian of funds received by LPA, maintains accurate records of all financial transactions and may perform such other duties as the Governing Board may from time to time prescribe.

2.5 Duties of Officers.

a. Director. The Director shall see that all orders and resolutions of the Governing Board are carried into effect within the powers granted by the Governing Board and shall perform such other duties as the Governing Board may from time to time prescribe. The Director of LPA shall be the individual hired by the Governing Board to run the school on a day-to-day basis. The Director shall report directly to the Governing Board. The Director shall monitor, create, propose and enforce all human resource policies and procedures adopted by the Governing Board. He/She shall have special oversight and responsibility over the education being provided at LPA. The Director may review and recommend new or changed curriculum and pedagogical methods, working in coordination with the Governing Board.

b. Chief Operations Officer (COO). The COO shall have the general powers and duties of supervision and management of the business and affairs of LPA, and shall report directly to the Director. The COO shall have special oversight and responsibility over the physical operations and elements of LPA, including physical facilities and procurement.

c. Chief Financial Officer (CFO). The CFO shall have the general powers and duties of supervision and management of the business and affairs of LPA, with a special oversight and responsibility over accounting, budgeting and bookkeeping, and shall report to the Governing Board and confer with the Director regarding day-to-day operations. The CFO shall keep accurate financial records for the corporation; deposit money, drafts, and checks in the name of and to the credit of the corporation in the banks and depositories designated by the Governing Board; endorse for deposit notes, checks, and drafts received by the corporation as ordered by the Governing Board, making proper vouchers for the deposit; disburse corporate funds and issue checks and drafts in the name of the corporation as ordered by the Governing Board; upon request, provide the Director and the Governing Board an account of transactions by the CFO and of the financial condition of the corporation; and, perform other duties prescribed by the Governing Board or by the Director.

d. Other Officers. Other Officers may be designated by the Governing Board, serve at the discretion of the Governing Board, and exercise such powers and perform such duties as may be delegated to them by the Governing Board.

2.6. Resignation of Board Members. Each member of the Governing Board of LPA serves in that capacity voluntarily, and may resign at any time during the term by submitting his or her resignation in writing to the

Governing Board or the corporation. A resignation is effective when the notice is received by the Secretary of the Board unless the notice specifies a later effective date.

2.7 Vacancies. In the event of resignation or involuntary removal from the Governing Board, or vacancies on the Board for any other reasons, volunteers will be asked to serve the remainder of the term for the particular seat or seats that are vacant. A volunteer will be selected to serve the remainder of the term for the vacant seat by a majority vote of the Governing Board.

2.8 Meetings. The Governing Board or the President will establish the meeting schedule. In scheduling and conducting its meetings, the Governing Board shall act in accordance with these bylaws and the laws of the State of Utah. The Governing Board will meet at least once a month to discuss the operations of LPA, hear reports and updates from the Director and Officers, consider and adopt policies, and consider requests and concerns from parents, students and teachers.

2.9 Quorum. The Governing Board may not act unless a quorum of at least four members is present.

2.10 Voting. Unless otherwise specified in the Bylaws, actions receiving a majority vote of those Members present at a board meeting will constitute action by the Governing Board, unless the Utah Revised Non-Profit Corporation Act requires the vote of a greater number of Board Members. A Board Member who is present at a meeting of the Governing Board when corporate action is taken is deemed to have assented to such action unless: (i) such member objects at the beginning of the meeting (or promptly upon his or her arrival) to holding a meeting or transacting business at the meeting; (ii) such Governing Board Member dissent or abstention from the action taken and such is entered in the minutes of the meeting; or (iii) such Member delivers written notice of his or her dissent or abstention to the presiding officer of the meeting before its adjournment or to the Secretary of the Board immediately after adjournment of the meeting. The right of dissent or abstention is not available to a Board Member who votes in favor of the action taken.

2.11 Removal of a Board Member. Any of the Board Members may be removed for cause by the affirmative vote of a super-majority of the entire Governing Board. A Member may only be removed at a meeting called for the purpose of removing such Member, and the meeting notice must state the purpose, or one of the purposes, of the meeting is removal of the Board Member.

2.12 The Governing Board has the irrevocable obligation to ensure that the vision, mission, philosophy, name and direction of LPA are maintained perpetually

III. COMMITTEES

3.1 The Governing Board may create one or more committees, each consisting of one or more members. Members of committees of the Governing Board may be members of the Governing Board or they may be other natural persons. Such Committee members shall serve at the pleasure of the Governing Board. The creation of a committee and appointment of one or more committee members must be approved by the Governing Board.

3.2 Unless otherwise provided in the Act, to the extent specified by the Governing Board, each committee may exercise the authority of the Governing Board as directed by the Board. However, no such committee shall: (a) authorize distributions; (b) approve the dissolution or merger of LPA, or sale, pledge or transfer all or substantially all of the assets of LPA; (c) fill vacancies on the Governing Board or any of its committees; or (d) adopt, amend or repeal these Bylaws. All such committees and their members shall be governed by the same

statutory requirements regarding meetings, action without meetings, notice and waiver of notice, quorum and voting requirements as are applicable to the Governing Board and its members.

IV. INDEMNIFICATION

4.1 Indemnification and Advancement of Expenses. LPA may indemnify any person who is or was a party or is or was threatened to be made a party to any action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a Board Member, officer, employee or agent of LPA, or is or was serving at the request of LPA as a Governing Board Member, officer, employee, agent or trustee of another corporation or of a partnership, joint venture, trust, employee benefit plan or other enterprise, including service on a committee formed for any purpose (and, in each case, his or her heirs, executors and administrators), against all expense, liability and loss (including attorney fees, judgments, fines, ERISA excise taxes, penalties and amounts paid in settlement) actually and reasonably incurred or suffered by such a person in connection with such action, suit or proceeding, to the fullest extent permitted by applicable law, as in effect on the date hereof and as hereafter amended. Such indemnification may include advances of expenses in advance of the final disposition of such action, suit or proceeding, subject to the provision of any applicable statute.

4.2 Non-Exclusivity of Rights. The indemnification and advancement of expenses provisions of Section 5.1 shall not be exclusive of any other right which any person (and his or her heirs, executors and administrators) may have or hereafter acquire under any statute, provision of these Bylaws, resolution adopted by the Governing Board, agreement, or insurance, purchased by LPA or otherwise, both as to action in an official capacity and as to action in another capacity. LPA is hereby authorized to provide for indemnification and advancement of expenses through its Bylaws, resolution of the Governing Board and agreement.

4.3 Insurance. LPA may maintain insurance, at its expense, to protect itself and any individual who is or was a Governing Board Member, officer, employee or agent of LPA, or who, while a Governing Board Member, officer, employee or agent of LPA, is or was serving at the request of the LPA Governing Board or its Director as a Governing Board member, officer, partner, trustee employee or agent of LPA or of a partnership, joint venture, trust, employee benefit plan or other enterprise against any expense, liability or loss, whether or not LPA would have the power to indemnify such person against such expense, liability or loss under this Article or the Utah Revised Non-Profit Corporation Act.

V. CORPORATE ACTIONS

5.1 Contracts. Unless otherwise required by the Governing Board, the CAO shall execute contracts or other instruments on behalf of or in the name of LPA. The Governing Board may from time to time authorize any other officer, assistant officer or agent to enter into any contract or execute any instrument in the name of and on behalf of LPA as it may deem appropriate and such authority shall be confined to specific instances.

5.2 Loans. No loans shall be contracted on behalf of LPA and no evidence of indebtedness shall be issued in its name unless authorized by the Governing Board.

5.3 Checks, Drafts, Etc. Unless otherwise required by the Governing Board, all checks, drafts, bills of exchange and other negotiable instruments of LPA shall be signed either by the CAO or such other officer, assistant officer or agent of LPA as may be authorized so to do by the Governing Board. Such authority may be general or confined to specific business, and, if so directed by the Governing Board, the signatures of two or more such officers may be required.

5.4 Deposits. All funds of LPA not otherwise employed shall be deposited from time to time to the credit of LPA in such banks or other depositories as the Governing Board may authorize.

VI. FISCAL YEAR

6.1 The fiscal year of LPA shall be determined by the Governing Board, and in the absence of such determination, shall be from July 1 to June 30.

VII. CORPORATE SEAL

7.1 The Corporation shall not have a corporate seal.

VIII. NOTICE

8.1 Unless otherwise provided for in these Bylaws, the Utah Revised Non-Profit Corporation Act, or other statutes, any notice required shall be in writing except that oral notice is effective if it is reasonable under the circumstances and not prohibited by these Bylaws. Notice may be communicated in person, by telephone, telegraph, teletype or other form of wire or wireless communication, or by mail or private carrier. If these forms of personal notice are impracticable, notice may be communicated by a newspaper of general circulation in the area where published; or by radio, television or other form of public broadcast communication. Written notice to a domestic or foreign corporation authorized to transact business in Utah may be addressed to its registered agent at its registered office or to the corporation of its Secretary at its principal office as shown in its most recent annual report or, in the case of a foreign corporation that has not yet delivered an annual report, in its application for a certificate of authority.

IX. MISCELLANEOUS

9.1 Account Books, Minutes, Etc. The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees. All books and records of the corporation may be inspected by any Board Member or such Member's authorized agent or attorney, for any proper purpose at any reasonable time.

9.2 Conveyances and Encumbrances. Property of the corporation may be assigned, conveyed or encumbered by such officers of the corporation as may be authorized to do so by the Board, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the corporation shall be authorized only in the manner prescribed by these bylaws.

9.3 Designated Contributions. The corporation may accept any designated contribution, grant, bequest or devise consistent with its general charitable and tax-exempt purposes, as set forth in the Articles of Incorporation. As so limited, donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, the corporation shall reserve all right, title and interest in and to and control of such contributions, as well as full discretion as to the ultimate expenditure or distribution thereof in connection with any special fund, purpose or use. Further the corporation shall acquire

and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used to carry out the corporation's tax-exempt purposes.

9.4 Conflicts of Interest. If any person who is a Board Member or Officer of LPA is aware that LPA is about to enter into any business transaction directly or indirectly with such person, any member of that person's family, or any entity in which that person has any legal, equitable or fiduciary interest or position, including without limitation as a Board Member, Officer, shareholder, partner, beneficiary or trustee, such person shall (a) immediately inform those charged with approving the transaction on behalf of LPA of such person's interest or position, (b) aid the persons charged with making the decision by disclosing any material facts within such person's knowledge that bear on the advisability of such transaction from standpoint of the corporation, and (c) not be entitled to vote on the decision to enter into such transaction.

9.5 Loans to Board Members and Officers Prohibited. No loans shall be made by the corporation to any of its Board Members or Officers.

9.6 References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and shall include the corresponding provisions of any subsequent federal tax laws.

9.7 Amendments. These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by a Super-Majority of the Governing Board present at any regular meeting or at any special meeting except bylaw 2.12.

9.8 Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

SECRETARY'S CERTIFICATE

I, the undersigned and duly appointed Secretary of Legacy Preparatory Academy Charter School, do hereby certify that the foregoing Bylaws were adopted as the Bylaws of Legacy Preparatory Academy Charter School on the fourth day of May, 2005, in a Board meeting, and that the same constitute the Bylaws thereof.

In Witness Whereof, I have subscribed my name this ____ day of _____, 2005.

Signature: _____

Name: Tina Gehring

Title: Secretary

Admission and Dismissal Procedures

Admission Procedures: First Year

Legacy Preparatory Academy will offer enrollment for kindergarten through ninth grade students who reside in the state of Utah. LPA does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, or disability.

Prior to opening in August 2006, local residents will be notified of the open enrollment period through newspaper, flyers, radio, LPA website, and community meetings and utility bill inserts. During the open enrollment period, the school must receive an Intent to Register (ITR) for each prospective student.

If, at the end of the open enrollment period, the number of applicants for each class exceeds capacity, then those to be admitted will be chosen at random (by lottery) from among the applicants. The lottery will consist of all ITRs received during the open enrollment period. Notification in writing of resulting status will be sent to each family within 30 days of the lottery.

To be admitted independent of the lottery, a student must be eligible for exemption and have submitted their ITR within the established enrollment period. According to Federal and State law, the following applicants—in order of priority—will be eligible for exemption from the lottery: (1) children of the Founding Members, and (2) siblings of students already admitted to the school. Children receiving the Founding Member exemption will not make up more than 10% of the LPA student body.

ITRs received after the open enrollment period will be held and put into a lottery for future enrollment vacancies. Subsequent lotteries will be held as necessary.

Admission Procedures: Subsequent Years

Legacy Preparatory Academy will offer enrollment for kindergarten through ninth grade students who reside in the State of Utah. LPA does not discriminate on the basis of race, creed, color, national origin, religion, age, sex, or disability.

Prospective students and their families are invited to meet with LPA staff and tour school facilities prior to making the decision to register. Should the parents find LPA's mission and environment suitable, they must submit an Intent to Register (ITR) for each prospective student.

If the number of applicants for each class exceeds capacity, then those to be admitted will be chosen at random, by lottery, from among the applicants. The lottery will consist of all ITRs received during the enrollment period. Notification in writing of resulting status will be sent to each family within 30 days of the lottery.

To be admitted independent of the lottery, a student must be eligible for exemption and have submitted his/her ITR. According to the Federal and State law, the following applicants, in order of priority, will be eligible for exemption from the lottery: (1) children of the Founding Members and (2) siblings of students already admitted to the school. Children receiving the Founding Member exemption will not make up more than 10% of the LPA student body.

General Admission Policies

Registration Decision: If offered a position at LPA through the lottery or otherwise, parents can accept the position by submitting a completed Registration Packet. If enrollment is not accepted, the applicant will be removed from the lottery list.

Information on ITR: Parents or guardians of the applicant are responsible for updating the ITR, i.e., notifying the school of change of address, phone number, etc. If the school is unable to contact an applicant's family because the information on the ITR is inaccurate or incomplete, LPA is not responsible and the applicant will be dropped from the lottery list.

Student Dismissal

Legacy Preparatory Academy will follow all policies and guidelines as required in Utah State Law (UCA 53A-11-901-909). Also, the three step due process required by law, will be followed. Students receiving dismissal from the school must have been properly informed, and have been given proper opportunity for response and remediation.

Student Discipline

Positive Behavioral Supports

LPA will promote appropriate behavior through positive behavioral strategies, which will include a school wide discipline program and classroom management system. LPA will apply to Utah's Behavioral Initiative (UBI) to become a UBI school beginning in the 2006-07 school year. UBI is a set of training and personnel development activities sponsored by the Utah State Office of Education, the Utah Personnel Development Center and the Utah Personnel Development Improvement Grant. With the training provided by UBI, LPA will develop a school wide discipline program. We may be using the CHAMPS classroom management system.

Discipline

Creating and maintaining a well-managed learning environment is fundamental to the student's success. Our goal is to assist all students to build positive, life-long habits by being responsible for their actions. Students are expected to show respect for others, self and property. When school and/or classroom rules are broken disciplinary action will be immediately taken. The disciplinary steps may proceed as follows:

1. Teacher/student
2. Teacher/parent
3. Teacher/student/Director
4. Director/student/parent
5. Suspension
6. Possible expulsion

Procedures for Managing Serious School Violations

Consequences for serious violations will be written into school policy and delivered automatically and consistently. Staff will be clear about what their responsibilities are and who administers the relevant procedures. Typically, an office referral will be made, and an administrative staff person will be given that responsibility. Clear guidelines will be established for student behaviors that warrant office referrals, and all staff will have clear understanding of which behaviors result in an office referral, and the specific procedures that will be followed by the office in responding to them.

Consequences for Serious School Violations and Chronic Disruptive Behavior

Consequences applied for serious school violations may include: detention, student short-term and long-term suspension and expulsion. An effective tracking system will be in place to identify students who exhibit inappropriate behavior on a regular basis.

Procedures for managing Special Education Student's Discipline

LPA shall implement, establish, maintain and implement policies and procedures for disciplining students with disabilities consistent with the requirements of part B of the IDEA and the Golden Rules.

Opportunities for Parental Involvement

Communication with Parents

Communication with parents is vital to LPA's success. Teachers may communicate with parents through phone calls to parent/guardian, communication journal, regular email availability, office hours or regular classroom newsletters.

LPA will also communicate with parents via general parents' meetings held in September and May. The September meeting may include an introduction to teachers and staff, volunteer needs and availability assessments and/or a review of channels of communication. The May meeting will include a report on the past school year, recognition of support received, policy review and/or information for the following school year. Minutes of these meetings will be available on the LPA website.

All Board Meetings will be open to the public as required by the Utah Open Meetings Law. Parents will be invited by various communication avenues, including the school newsletter, LPA website and/or email. The Board Meeting agenda will be posted on the school website and at the school entrance.

Volunteer Opportunities

Parent involvement will be essential to the success of LPA. Parents are strongly encouraged to volunteer 20 hours per parent per year. We highly encourage parental involvement of all types.

Parents will be encouraged to volunteer in a variety of ways that can include, but are not limited to:

Classroom Help	Tutor/Mentor
Grading Papers	Field Trips
Bulletin Board	Room Parents
Assemblies	Lunch Room
Special Productions	Playground
Pianist	Library
Committees	Technology
Office Help	Fundraising
Clinic Help	Landscaping/grounds keeping

Parents who are employed may, because of time restrictions, spend time doing things that can be done at home, in the evenings, on weekends, or over vacations.

In order to facilitate parent volunteerism LPA will have a volunteer coordinator who will organize and oversee the volunteers. His/her job will consist of organizing and planning volunteer schedules, keeping track of volunteer hours, contacting parents with their schedules and keeping copies of volunteer contracts.

Extracurricular Opportunities

Legacy Preparatory Academy will offer a variety of after-school activities designed to enhance or expand the school's curriculum. These activities will be organized by parent committees and overseen by the Governing Board. LPA will implement these activities in the second or third years of operation. Examples of activities that may be offered include: archery, chess club, sports clubs, dance, pottery, etc. Currently, there are no agreements with the Davis County School District regarding participation in extracurricular activities.

Legacy Preparatory Academy Library Plan

The Legacy Preparatory Academy Library/Media Center will exist to support and enrich the LPA curriculum. This may be accomplished by providing an opportunity for students to explore the past and create ideas for the future. LPA believes that information should be made available to all teachers and students in various forms and on multiple levels to enhance the learning environment. It is our goal to more effectively access and enjoy information. LPA will actively pursue the funding necessary to establish a Library/Media Center and to achieve the following goals:

- Use as a guide the Utah Library Media Core Curricula and the "Standards for Utah School Library Media Programs" (2003)
- Will ultimately employ a full-time licensed Library Media Teacher
- Obtain age-appropriate fiction and non-fiction books, electronic materials and other media, giving special attention to resources that support LPA's emphasis in classical education and the fine arts
- Create a reading environment where the LPA learning community can actively strengthen the thinking process, and build imagination
- Provide teachers and students with reference materials to aid in research-based projects and independent learning
- Utilize parent service hours and other community resources for data input and "set up" needs

Fiscal Procedures

Fiscal procedures for LPA shall comply with State and Federal law, the Articles of Incorporation and Bylaws of LPA, generally accepted accounting principles, and the following policies:

The Governing Board shall adopt an annual budget prior to the beginning of the fiscal year.

LPA fiduciaries include the Director, Business Manager and the Board Members.

LPA shall undergo an independent annual audit by a reputable audit service provider.

Operational expenditures pursuant to the adopted budget may be made by the Director without further Board action, but are subject to Governing Board's oversight. All multi period agreements must be reviewed and approved by the Business Manager and Director are subject to approval by the Governing Board.

Capital expenditures over \$500.00 must be signed by more than one fiduciary.

Any extraordinary expenses must be signed by more than one fiduciary and shall be subject to the limitations set forth in the bylaws.

If any expenditure leads to an unbalanced budget, such expenditure may not be taken without Board action.

The LPA Governing Board may modify or enact future fiscal procedures as it may deem necessary for compliance with federal and state statutes and/or generally accepted accounting principles.

Utah State Board of Education

UTAH CHARTER SCHOOLS Assurances

The applicant charter school hereby assures and certifies to the State Superintendent of Public Instruction that:

- A. The charter school will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting for all funds.
- B. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Utah State Office of Education.
- C. The charter school gives the Utah State Office of Education or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, papers, or other documents related to all funds, including the submission of reports as may be required.
- D. The charter school will annually provide written evidence of liability and other appropriate insurance coverages, including a description of the levels of coverage and the relationship of these coverages to local and state agency obligations.
- E. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the State Superintendent of Public Instruction may reasonably require to carry out his legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
- F. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Utah State Board of Education or Legislature, and effective control will be maintained over, and accountability provided, for all funds, property, and other assets. The charter school will also adequately safeguard all public property and shall assure that it is used solely for authorized purposes.
- G. After settling any outstanding debt, all physical assets owned by the charter school become the property of the Utah State Board of Education upon the termination of the charter school.
- H. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
- I. The charter school will not discriminate in program benefits, participation, employment, or treatment on the basis of race, color, religion or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of gender.
- J. The charter school assures that no otherwise qualified person shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
- K. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- L. The charter school will function under an open admission policy. If the number of students applying to enroll at any grade level exceeds the capacity of the school or of, classes, or grade levels within the school, then those to be admitted shall be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.
- M. The charter school assures that it will not conduct a program of instruction until such time as:
- (1) The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
 - (2) Adequate equipment, and materials are available; and
 - (3) Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.

- N. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.
- O. The charter school will only employ educators who hold valid Utah Professional Educator Licenses or who meet State Board requirements for alternative licensing routes or Board authorization.
- P. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.
- Q. The charter school will employ the use of the Iowa Test of Basic Skills and the Utah State Core Course End-of-Level Tests in the grade levels required by U-PASS as a fundamental part of the overall assessment program for the school.
- R. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.
- S. The charter school will operate with a written procedure for student suspension and dismissal, including appeal procedures.
- T. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- U. The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- V. The charter school will operate under the provisions of the Utah Open Meeting Law and adopt bylaws in an open meeting.
- W. A copy of the charter will be supplied to interested individuals or groups on request.
- X. The charter school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or operation of the school.
- Y. A secondary charter school will be accredited or in the process of seeking accreditation.
- Z. The charter school will acquire and maintain nonprofit corporate status.
- AA. The charter school will follow all state procurement rules.
- BB. The charter school will maintain accurate student transcripts.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

Name (type): Heather Traeden

Title (type): Chief Administrative Officer

Signature: _____

Date: June 7, 2005

Admission Procedures

Admission is not limited based upon ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language or athletic ability. There are no tuition or fees charged for attending _____ Legacy Preparatory Academy Charter School except those allowed by law.

Legacy Preparatory Academy Charter School will admit all eligible pupils who submit a timely application. A charter school shall give enrollment preference to children of founding members, pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the charter school. If, by the application deadline, the number of applications exceeds the capacity of a class, grade level, or building, all applications for that class, grade level or building will be selected for the available slots through a lottery, except that preference as allowed in law shall be given. After the application deadline, pupils for any remaining slots will be accepted in order of their lottery position. If an opening in the school occurs mid-year and no students remain from the original lottery, a notice for applications will be announced and applicants enrolled on the same basis as outlined above.

These admission procedures have been approved in legislation and by the Utah State Board of Education. If you have other administrative details of how you intend to facilitate acceptance of applicants to your school, they should not be in conflict with the language noted above.

Proof of Insurance

Legacy Preparatory Academy Charter School will provide to the Board a certificate of insurance before the first day of school in its initial year and annually thereafter.

Electronic Data Submission

Legacy Preparatory Academy Charter School will have the technology and ability to meet all of the electronic data submission requirements for charter schools.

Nonsectarian Statement

Legacy Preparatory Academy Charter School is nonsectarian in its programs, admission policies and employment practices and all other operations.

Special Education/Exceptional Student Services Training

The applicant/authorized signer for Legacy Preparatory Academy Charter School will take a one-day Special Education training class sponsored by the Utah Department of Education subsequent to signing the contract, but prior to the first day of instruction and annually thereafter.

Heather Traeden
CAO (please print)

CAO's Signature

June 7, 2005
Date

Appendix 1

Legacy Preparatory Academy

Dress Code Policy and Regulations

Dress Code Policy

Purpose

Uniforms improve the classroom learning environment by:

- helping students concentrate on their school work by setting a tone for serious study
- removing distractions created by socioeconomic differences and modern fashion
- instilling students with discipline and self-respect

Uniforms build citizenship and a sense of community in our children by:

- building self esteem, self respect, and school spirit among students by creating the distinction of being part of a group
- maintaining a healthy and positive school image in the community by a clean and neat appearance
- providing a visible and public symbol of commitment to school improvement and reform

Uniforms create a safe learning environment by:

- helping school officials recognize intruders who come to the school
- eliminating the possibility of wearing gang-related or other potentially disruptive clothing.

Enforcement

School staff and the LPA Uniform Committee will oversee enforcement of the uniform policy. The school should strive to achieve compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to result in compliance. The school will communicate with parents so that expectations, rationale, and benefits are clearly published.

When necessary, LPA will implement the following discipline policy:

1. First infraction: send home a note with the student noting the infraction, requiring a parent and the student to sign and return the note.
2. Second infraction: send home a note with the student noting the infraction, requiring a parent and the student to sign and return the note.
3. Third infraction: the student will be sent to the office to call home and request the parent to bring the appropriate clothing to remedy the violation.
4. Fourth infraction: the student will be sent to the office to call home and request the parent to bring the appropriate clothing to remedy the violation.
5. Fifth infraction and all thereafter: the student and parent shall have a conference with the Director immediately.

Grandfather Clause

Uniforms will be appropriate for use after they have been purchased under a current uniform guideline for one year or until they no longer meet the standards of appearance, whichever occurs first.

Assistance – Low Income Students

Uniform clothing under this policy may be available for students whose parents need help in obtaining them.

The Director shall make decisions regarding assistance. Any donations of uniforms are welcome and encouraged by all families.

Modification Process

The Uniform Committee shall monitor uniform implementation and recommend to the Governing Board any needed changes to the policy or regulations it perceives needed based on developing circumstances. Modification of the Uniform Policy and Regulations will take place by Board action.

Uniform Exemptions

The Director is allowed, at any time during the school year, to grant an exemption from wearing a uniform to a student because of extenuating circumstances. The school will work with families who have extenuating circumstances.

Uniform Regulations

Uniforms at LPA are mandatory. Implementation of the LPA Uniform Policy is as follows:

General

Uniforms must be worn during school hours, except under special circumstances as announced by the school. Uniforms must also be worn for all before and after school programs, including field trips and special school activities, and all tutoring and enrichment sessions, except on occasions when costumes may be required for dress rehearsals or performances. Gym clothes may be required for athletic activities.

Appearance

Students must present a clean, modest, and neat appearance at all times. All clothing must be appropriately sized and worn correctly. Pants/shorts/skirts must be worn at the waist, shirts must be buttoned, shoes must be tied or fastened, clothing must be worn right-side-out, etc. Clothing shall not be excessively worn or have holes.

Dress Uniform

Dress uniforms will be worn on Mondays and Fridays, for field trips, and on other occasions as communicated by the school. Blouses must be plain white. They may not have any embroidery or quilted patterns. Elementary students will wear white blouses/dress shirts. Junior High students will have the option to wear either white or oxford blue blouses/dress shirts. Turtlenecks are not allowed.

Footwear

Shoes for students should be brown or black or blue. Shoes should be conservative in style. Students must wear shoes that are not distracting (no lights, charms, or characters). Closed toed and closed heel shoes only. Heels or soles may not be higher than 2 inches. Athletic shoes may be required for gym.

Socks

Socks or tights must always be worn. Socks for students should coordinate with the uniform. Girls may also wear appropriate smooth opaque or cable knit tights.

Underclothing

Other than plain white undershirts worn under uniform shirts, underclothing should not be visible. Girls are encouraged to wear shorts under skirts and jumpers. Navy leggings under jumpers, skirts or skorts are acceptable on cold days.

Hemlines

The hemlines in jumpers and skirts shall be no shorter than 2 inches above the kneecap; shorts and skirts will not be shorter than 4 inches above the kneecap.

School shirts and sweatshirts

If available, may be worn on Wednesdays.

Jewelry, etc.

Girls may wear jewelry or hair accessories that are appropriate for wear at school and are not a distraction. Boys may not wear earrings. All jewelry, if worn, must not be a distraction to the educational environment of the class or school. Sunglasses should not be worn inside the school building.

Hair

Hair must be kept neat and clean, have a combed appearance, and be appropriate for school. Irregular coloring of hair or outlandish hairstyles are inappropriate. Hair coloring and outlandish hairstyle parameters will be left to the discretion of the Principal.

Cosmetics

Any makeup worn should be appropriate for school and not a distraction.

Head coverings

No hats of any kind, including baseball caps, may be worn inside the school building. Head coverings of a religious nature (e.g. yarmulke, hijad, etc.) are permitted.

Outerwear

All sweaters and vests must be worn with a uniform approved shirt underneath. Outerwear that is worn for warmth to and from school and at outside recess is not considered a uniform item.

Uniform Availability

No specific manufacturer or vendor for clothing is required, but uniform clothing must match the colors and styles of Legacy Preparatory Academy's uniform chart. Items meeting the descriptions may be found at many outlets, for example: Target, The Children's Place, Burlington Coat Factory, Dennis Uniform, etc., as well as online at the following websites (not an exclusive list):

frenchtoast.com
jcpenny.com

dennisuniform.com
target.com

hallclosetuniforms.com
landsend.com

Legacy Preparatory Academy Junior High Uniform Chart

Dress Uniform

Girls	Boys
Blouse, oxford (light) blue or (plain) white	Dress shirt, oxford (light) blue or (plain) white
Skirt/skort/jumper, Legacy plaid or navy	Pants, navy or khaki / Shorts, navy or khaki
Tie, Legacy plaid or blue (optional)	Tie, Legacy plaid
Sweater or sweater vest (optional), Navy	Sweater or sweater vest (optional), Navy
Socks or tights, White, khaki or navy	Socks, White or khaki

Girls' Uniform Items

Tops		
Blouse	Button-down oxford cloth or peter pan collar – oxford (light) blue or (plain) white	Long or short sleeves, no visible logos
Polo shirt	White, navy or red; pique or knit	Long or short sleeves, no visible logos
Sweater or sweater vest	Navy	Pullover or cardigan, no visible logos

Bottoms		
Skirt, skort or jumper	Legacy plaid	No visible logos
Skirt or skort	Navy or khaki; twill	No visible logos
Pants	Navy or khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos
Shorts	Navy or khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos

Accessories		
Belt	Brown, black or blue	To be worn in belt loops
Socks or tights	White, navy or khaki	No holes, no runs
Shoes	Brown, black or blue, solid color	No distracting styles
Tie	Legacy plaid or navy (optional)	

Boys' Uniform Items

Tops		
Dress shirt	Button-down oxford cloth - oxford (light) blue or (plain) white	Long or short sleeves, no visible logos
Polo shirt	White, navy or red; pique or knit	Long or short sleeves, no visible logos
Sweater or sweater vest	Navy	Pullover or cardigan, no visible logos

Bottoms		
Pants	Navy or khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos
Shorts	Navy or khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos

Accessories		
Belt	Brown, black or blue	To be worn with all belt loops
Socks	White, khaki or navy	They must match pants/shorts
Shoes	Brown or black; solid color	No distracting styles
Tie	Legacy plaid	

Legacy Preparatory Academy
Elementary Uniform Chart

Dress Uniform

Girls	Boys
Blouse, (plain) white	Dress shirt, (plain) white
Skirt/skort/jumper, Legacy plaid or navy	Pants, khaki / Shorts, navy or khaki
Tie, Legacy plaid or blue (optional)	Tie, Legacy plaid
Sweater or sweater vest (optional), Navy	Sweater or sweater vest (optional), Navy
Socks or tights, White, khaki or navy	Socks, White or khaki

Girls' Uniform Items

Tops		
Blouse	Button-down oxford cloth or peter pan collar - (plain) white	Long or short sleeves, no visible logos
Polo shirt	White, navy or red; pique or knit	Long or short sleeves, no visible logos
Sweater or sweater vest	Navy	Pullover or cardigan, no visible logos

Bottoms		
Skirt, skort or jumper	Legacy plaid	No visible logos
Skirt or skort	Navy or khaki; twill	No visible logos
Pants	Khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos
Shorts	Navy or khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos

Accessories		
Belt	Brown, black or blue	To be worn in belt loops
Socks or tights	White, navy or khaki	No holes, no runs
Shoes	Brown, black or blue, solid color	No distracting styles
Tie	Legacy plaid or navy (optional)	

Boys' Uniform Items

Tops		
Dress shirt	Button-down oxford cloth - (plain) white	Long or short sleeves, no visible logos
Polo shirt	White, navy or red; pique or knit	Long or short sleeves, no visible logos
Sweater or sweater vest	Navy	Pullover or cardigan, no visible logos

Bottoms		
Pants	Khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos
Shorts	Navy or khaki; twill, uniform style	Pleat-front or flat-front, no cargo pants, no visible logos

Accessories		
Belt	Brown, black or blue	To be worn with all belt loops
Socks	White or khaki	They must match pants/shorts
Shoes	Brown or black; solid color	No distracting styles
Tie	Legacy plaid	

Classical Education: Trivium

The Trivium is a classical education concept that divides learning into three stages: grammar, logic and rhetoric.¹

Grammar Stage

During the grammar stage (grades 1-4), the mind is ready to absorb information. Embedding information through memorization and other methods are tools by which the mind learns. The grammar stage brings students to a mastery of basic skills in the disciplines of reading, writing, arithmetic, history, science, and foreign language. As a building block stage, it teaches students *what* to know and *how* to learn, laying the foundation for advanced study.

Logic Stage

During the logic stage (grades 5-8), the students begin to think more analytically. They develop higher-order thinking, problem solving and metacognitive strategies. They start to ask “Why?” They pay attention to cause and effect. They can evaluate, trace connections, and identify relationships among differing fields of knowledge. They begin to organize information and understand the way facts fit together into a logical framework.

Rhetoric Stage

The student who approaches the rhetoric stage is able to think through arguments. They can learn to write and speak with clear, original, and forceful language. The rhetoric stage covers grades 9-12 and will not be addressed at LPA.

¹ Jessie Wise and Susan Wise Bauer, *The Well-Trained Mind*. (2004)

Appendix 3

Davis County Demographics

Demographic Notes

The Governor's Office of Planning and Budget recently released its 2005 Baseline Projections. One of the major findings in these projections was that the school-age population in Utah will grow by a historic amount. This growth will be a challenge for Utah's policy makers and Utah's schools. As Davis County is one of Utah's largest counties, and will be the 4th highest growing county in the state, the growth in its school-age population will be significant.

Important data highlights include:

In 2000, Davis County had 60,504 children in its school age population (see Exhibit A).

- This will increase to 67,065 by 2010; to 72,605 in 2015; and to 77,454 in 2020.
- By 2050, the school-age population is projected to be 88,440, representing an increase of nearly 28,000 children.

School-age population is directly related to public school enrollment (see Exhibit B).

- Davis County School District has projected that by 2025, 84,418 children will be enrolled in school, representing an increase of nearly 24,000 from 2004.
- This county projection growth is more rapid than the official projections from the State of Utah.

South Davis County's population will increase by nearly 26,000 people (see Exhibit C).

- This includes North Salt Lake, Bountiful, West Bountiful, Woods Cross and Centerville.
- The State of Utah does not produce city projections by age, however, if southern Davis County changes in the same manner as the rest of the county, then 15% of its population will be in the school-age population,
 - Representing an increase of approximately 1,250 children from 2000 to 2010; and 2,200 children by 2020; and nearly 4,000 children by 2050.

Davis County is projected to be the 4th highest growing county in the state during the projections period.

- The vast majority of this increase will be from natural increase.
- The growth in this area is also a consequence of the fact that the grandchildren of the baby boomers are now entering the school-age years.

For a reference on school locations in the South Davis County area, see Exhibit D.